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ABSTRACT

During 1990-91, the Two-Year College Development Center conducted a survey to identify formal collaborative efforts, particularly 2 + 2 Tech-Prep programs, currently operating among secondary institutions and two-year colleges in New York State. A questionnaire was mailed to 76 secondary and 65 postsecondary institutions, and 48 secondary and 44 postsecondary institutions responded. Study findings, based on an overall response rate of 65.4%, included the following: (1) 73% of the postsecondary respondents and 67% of the secondary respondents reported one or more collaborative agreements currently in operation; (2) 117 operational collaborative agreements were reported, and another 48 were reported in the planning stages, with a total of 302 programs included in these agreements; (3) the most frequently cited types of agreements were advanced placement (51.1%), articulated curricula (28.2%), and 2 + 2 Tech-Prep programs (10.8%); (4) technical fields accounted for 29.8% of the collaborative agreements, followed by the areas of Business, Secretarial, Office Technologies, and Accounting which together comprised 14.6% of the agreements; (5) student enrollments tended to be higher in academic subject collaborations than in occupational programs; (6) among the institutions reporting 2 + 2 Tech-Prep collaborations, the most frequently cited areas of needed assistance were for models of successful efforts and examples of effective procedures; and (7) ongoing working relationships between faculty, and strong support from top administration were the most frequently cited policies and practices facilitating collaborative agreements. Data on the characteristics of respondents' Tech-Prep programs are included. (PAA)

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SURVEY SUMMARY: PROMOTING COLLABORATIVE PROGRAMS IN POSTSECONDARY OCCUPATIONAL EDUCATION

Two-Year College Development Center
University at Albany, State University of New York

in cooperation with

Bureau of Postsecondary Grants Administration
New York State Education Department

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SURVEY SUMMARY: PROMOTING COLLABORATIVE PROGRAMS IN POSTSECONDARY OCCUPATIONAL EDUCATION (VEA 152-91-1863)

Collaborative or articulated efforts have been a long-standing priority in New York State. In 1984, the priority for articulation was reaffirmed by both the Regents Statewide Plan for Development of Postsecondary Education and the Plan for Administration of Occupational Education as an efficient and effective mechanism for maximum use of available resources. Collaboration received renewed attention through The Neglected Majority (Parnell, 1985) that promoted 2 + 2 Tech-Prep articulation for the general program student as a strategy to assure a technologically skilled workforce for the future. In response to growing national interest led by Congressman William Ford, the Vocational and Applied Technology Education Act of 1990 included funds to support the development of 2 + 2 Tech-Prep programs in each state.

During 1990-1991, the Two-Year College Development Center, University at Albany, State University of New York, in cooperation with the Bureau of Postsecondary Grants Administration, New York State Education Department, conducted a survey as part of the project titled, "Promoting Collaborative Programs in Postsecondary Occupational Education." The intent of the survey was to identify existing formal collaborative efforts, particularly 2 + 2 Tech-Prep, currently operating among secondary institutions and two-year colleges.

Data were collected by a questionnaire mailed to 76 secondary and 65 postsecondary institutions. They survey requested descriptive information about 2 + 2 Tech-Prep, advanced placement, articulated curricula, facilities/staff sharing and other types of collaboration. A total of 92 institutions (65.4%) responded to the survey (44 postsecondary and 48 secondary).

This publication summarizes the results of the survey and discusses their implications.

SUMMARY OF DATA

I. DATA SOURCE PROFILE

- Survey response rate - 65.4% (N = 92)

- Postsecondary:	SUNY Community Colleges	(N = 29)	
	CUNY Community Colleges	(N = 2)	
	SUNY Technical Colleges	(N = 5)	47.8% to total responses
	Independent Colleges	(N = 5)	
	Proprietary Schools	(N = 3)	
- Secondary:	BOCES	(N = 30)	52.2% of total responses
	Public School Districts	(N = 18)	

- 73% of postsecondary respondents reported one or more collaborative agreements currently in operation
- 67% of secondary respondents reported one or more collaborative agreements currently in operation
- 117 collaborative agreements were reported operational (Postsecondary 66, Secondary 51); 48 in planning stages (Postsecondary 24, Secondary 24); a total of 302 programs were included within these agreements

- Of the institutions reporting operational collaborative agreements, 21% were indicated by both partner agencies, 33% by secondary institutions only and 46% by postsecondary institutions only.

II. PRIMARY DESCRIPTOR OF COLLABORATIVE EFFORTS

- Of the institutions reporting operational collaborations --

10.8% reported as 2 + 2 Tech-Prep (Postsecondary 8, Secondary 2)

51.1% reported as advanced placement (Postsecondary 25, Secondary 22)

30.4% reported as articulated curricula (Postsecondary 12, Secondary 14)

7.6% reported as facility/staff sharing and/or other arrangements (Postsecondary 5, Secondary 2)

3.2% reported as 2 + 2 + 2 (Postsecondary 3)

The most frequent types of collaboration reported were advanced placement (51.1%) and articulated curriculum (28.2%). Other types were reported by less than 10% (sharing facilities/faculty, 2 + 2 + 2, others). Data does not indicate a clear distinction among types of collaboration. Duplicative reporting and overlapping of efforts suggests caution in viewing the primary descriptions as distinct collaboration types.

- Respondents were asked to identify the program areas of their reported operational agreements. The most frequently reported program areas were:

	F	F%
Technologies -	90	29.8%
Electrical	21	6.9%
Construction, Building Trades	12	3.9%
Mechanical	7	2.3%
Machine/Drafting	7	2.3%
Automotive	22	7.3%
Engineering	3	.9%
Welding	9	2.9%
Robotics	3	.9%
Aviation Maintenance	2	.7%
Air Conditioning, Heating and Cooling	4	1.3%
Business, Secretarial, Office Technologies, Accounting	44	14.6%
Culinary Arts, Restaurant Management, Food Services, Travel & Tourism	33	10.9%

NOTE: Percentages may not equal 100% due to multiple responses and missing data.

Allied Health -	26	8.6%
Nursing	20	6.6%
Occupational Therapy	1	.3%
Health	5	1.7%
Criminal Justice, Security, Law Enforcement	21	6.9%
Computer Information, Data Processing, Repair	25	8.3%
Academic Subjects	16	5.3%
Graphic Design/Advertising/Technical Drawing	15	4.9%
Child Care, Early Childhood, Human Services	15	4.9%
Agriculture, Natural Resources, Environmental, Horticulture, Recreational Leadership	12	3.9%
Radio/TV, Fashion/Retailing, Cosmetology	5	<3.0%
TOTAL	302	100.0%

III. STUDENT PARTICIPATION IN COLLABORATIVE PROGRAMS

- As a general observation, participation in academic subject collaborations tends to be at higher levels than occupational programs with reported numbers reaching, in some instances, as high as 500 or more. The highest enrollment reported within career programs was Aviation Maintenance at 147. There are instances of participation reaching upwards to 50 in Accounting, Criminal Justice, Recreational Leadership and Food Services programs.

- However, for many of the collaborative efforts the number of students participating has been relatively few. The frequency that each program area reported enrollments of greater than 10 are summarized below.

Program Area		Total 60
Technologies --		10
Electrical	5	
Welding	1	
Automotive	1	
Robotics	1	
Construction	1	
Aviation Maintenance	1	
Criminal Justice, Law Enforcement, Security		9

Academic Areas	8
Business, Secretarial, Office Technologies	6
Computer Information Systems	6
Child Care, Development	4
Travel, Tourism, Food, Hospitality	4
Retailing Advertising	4
Nursing	3
Environmental Control, Recreational Leadership	3
Accounting	2
Radio/TV	1

IV. TECH-PREP (2 + 2) PROGRAMS

(Number of responses in this section varies by item.)

- The typical student anticipated in Tech-Prep collaborations were described as:

Postsecondary N		Secondary N
3	BOCES, vocational	-
2	Regents, near Regents, high average	1
1	General track students	2
1	At-risk students, urban schools	-
1	Focused and motivated	1
1	Technical, high GPA	1

- Interest in 2 + 2 programs was indicated by an additional 24 two-year colleges and 27 secondary institutions.

- Fifteen (15) postsecondary and 7 secondary institutions indicated involvement at planning or early operational stages of 2 + 2 + 2 collaborations that also involved four-year colleges.

- The reported position titles involved with 2 + 2 Tech-Prep include:

Postsecondary N		Secondary N
4	Faculty coordinator	-
3	Department chairpersons	-
3	Teacher/faculty	2
2	Division dean	-
1	Grants officer	-
1	High school/BOCES principal/administrator	2
1	Curriculum developers	-
-	Counselor	1

- Re-entry or stop-out provisions offered by Tech-Prep efforts were reported as:

Postsecondary N		Secondary N
5	No special arrangements	4
3	Yes, special qualifying coursework	1
1	Possible because of pre-tech courses	-

- The success of 2 + 2 efforts were rated as:

Postsecondary N		Secondary N
4	Too early to rate	1
3	Moderately successful	1
1	Very successful	1
1	Not very successful	-

- Respondents were requested to identify barriers or problems experienced with their respective Tech-Prep programs:

Postsecondary N		Secondary N
4	Student recruitment	1
-	Turfdom, SUNY or BOCES program	2
2	Real cost of program/budget restraints	1
1	Giving credit without a challenge exam or tuition	-
1	Lower math skills than expected	-
1	Record-keeping	-
-	Scheduling, college curriculum committee, structure	1

- Respondents were asked if these barriers or problems were rooted in state regulations or education law. The responses were:

Postsecondary N		Secondary N
1	High school has broad focus, college a specific focus	-
1	High school math sequence (I, II, III) provides inadequate preparation in algebra requirements	1
1	New compact for learning may allow more flexibility and enhance efforts to reduce barriers	1
-	Requirements and time available	1

- Assistance with 2 + 2 programs was requested as follows by secondary and postsecondary institutions:

  a) *Information/models of successful efforts, status at other institutions, examples of programs
  b) *Procedures that work, and are effective in addressing barriers, samples of planning guides and implementation guidelines
  c) People and funding; released time for curriculum development; planning grant availability
  d) Awareness by guidance counselors that Tech-Prep does not limit options
  e) Regional meetings for exchange and stimulus
  f) Scheduling options
  g) Dual enrollment/advanced placement issues

  (* - Identified most frequently by secondary and postsecondary institutions.)

V. RECOMMENDED POLICIES AND PRACTICES TO FACILITATE COLLABORATIVE AGREEMENTS

N = 38 Two-Year Colleges Responding		N = 36 Secondary Institutions Responding
F	>10% Secondary and Postsecondary	F
28.9%	Ongoing working relationships between faculty	22.2%
18.4%	Strong support from top administration and key personnel	16.7%
	>10% Secondary Respondents	
7.9%	Promote respect, trust and mutual ownership between levels, willingness to compromise, adequate support, released time, persistence	16.7%
7.9%	Clear and continual communication of expectations and operational guidelines/policies, SED approval/ support, comprehensive statewide policy needed	11.2%
	>10% Postsecondary Respondents	
18.4%	Continual review and modification if warranted	5.6%
15.8%	Clear course objectives and staff responsibilities, curriculum continuum meshed with general education, strength of math/science at secondary level	8.4%
13.1%	Emphasis on recruitment, early emphasis (before 10th grade) on preparation for program	2.8%

	≤10% Secondary and Postsecondary Respondents	
7.9%	Shared decision-making, more faculty involvement and leadership responsibilities than administrative involvement, collaborative planning and faculty development	2.8%
5.3%	Program must upgrade technical skills, rigor/ comparability of secondary occupational courses as prerequisite to technical courses	-
5.3%	Involvement of business and industry	-
5.3%	Coordinator at each level/institution	-
-	Granting college credits and implications for secondary level, when no dollars involved	5.6%
-	Recognize needs of greatest number of students who might be involved	5.6%
-	Need for funding, incentives	5.6%
2.6%	Improve image of BOCES, occupational and technical education	-
-	Select established curriculum, potential successes	2.8%
-	Agreements in postsecondary catalogs	2.8%
-	Credentials for successful completion of 2 + 2	2.8%

VI. WHEN IS AN ARTICULATED PROGRAM A 2 + 2 TECH-PREP PROGRAM?

There was already considerable room for misunderstanding of terms used to describe articulation before "Tech-Prep" was added to the field and proposals were sought to plan and implement 2 + 2 Tech-Prep programs. Schools and colleges have (and have had) advanced placement agreements that involve one or more courses. The usual understanding is that there is an opportunity for high school students to earn advanced placement credit while still in high school and take an enrichment or alternative course when they enroll in a two-year college degree program. In some situations students may only earn advanced placement in a specified curriculum but in other situations the advanced placement could apply to several different curricula, majors or programs. When the collegiate level program is a technology program, it is only a matter of labeling to talk of having a 2 + 2 Tech-Prep program rather than an advanced placement program. In fact, such an advanced placement arrangement satisfies at least two characteristics of Tech-Prep according to the professional literature; avoid course duplication and provide for advanced technical level skills.

There are several 2 + 2 Tech-Prep programs reported where a specific articulated curriculum is the primary feature and, several years ago, would have been reported as an articulated curriculum agreement. These can also claim literature-based Tech-Prep characteristics; added direction, structure and coordinated curricula which allow smooth entry into the college program culminating in an associate degree.

The original Tech-Prep concept espoused by Parnell had general education students as the target group, those who were not being prepared for either a vocation or postsecondary education. In the responses

from 2 + 2 Tech-Prep programs, occupational education students appear to be the most commonly targeted group but there are instances of wider recruitment at the secondary school level and one instance of Liberty Partnership students being the primary student group.

The purpose of this discussion is to point out to the reader that the differences between articulated programs and Tech-Prep articulated programs may be less than the summary data reported above may suggest. This is not a criticism -- 2 + 2 Tech-Prep has quickly become the standard for secondary-postsecondary articulation and nearly everyone would like to stay current and generate new interest in their program whenever possible. If we were to update this survey next year, we suspect 2 + 2 Tech-Prep would be the predominate term used replacing articulated curricula and advanced placement as the most frequent kinds of articulated secondary-postsecondary programs.

VII. CONCLUDING STATEMENT

The results of this survey indicate an increase during the past five years in the extent to which collaborative efforts are operating in secondary and postsecondary institutions in New York State. The scope and types of agreements have become more comprehensive and occasionally more innovative than found during previous research (1985). For example, there is an increase of more than one program operating under a single agreement and/or linked to multiple partners. The procedures followed appear to suggest greater flexibility and willingness to try something a little different. Advanced placement continues as the most popular type of articulation reported by more than half of responding institutions.

On the other hand, student participation in many articulation efforts remains minimal. A significant number of programs report enrollments of less than ten and several serve as few as one to three students in an academic year.

The economy is demanding that all possible steps be taken to maximize both effectiveness and efficiency of our educational system. Emerging policies in New York State appear to promote greater opportunities for flexible and innovative approaches to the educational process. Collaboration between levels, particularly in Tech-Prep programs, offers an alternative that may impact structure and curricula of both secondary and postsecondary institutions in ways that improve opportunities for an increased number of students to enter adulthood with the skills needed for not only a successful career but also a productive, satisfying lifestyle.

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